

Allison Nealy

Curriculum Vitae in the format prescribed by the

Office of the Vice President for Academic Affairs at the University of Georgia

May 2019

1. Academic History

- a. Name: Allison Uertz Nealy
- b. Present Rank: Clinical Professor
Proportion time assignment: .75 instruction
(9-month contract, equivalent to 100% instruction)
- c. Tenure status: Clinical line / non-tenured
- d. Highest Degree: Doctorate of Education in Reading
 - i. Institution: University of Georgia
 - ii. Date: August 2003
- e. Academic Positions, in chronological order
 - i. Part-time Assistant Professor, Department of Communication Sciences and Special Education, The University of Georgia, 2003-2007
 - ii. Part-time Assistant Professor, Division of Academic Enhancement, The University of Georgia, 2006-2007
 - iii. Lecturer, Department of Communication Sciences and Special Education, The University of Georgia, 2007-2012
 - iv. Assistant Clinical Professor, Department of Communication Sciences and Special Education, 2012 (reclassification)
 - v. Associate Clinical Professor, Department of Communication Sciences and Special Education, 2012-present (promotion)
 - vi. Clinical Professor, Department of Communication Sciences and Special Education, 2018-present (promotion)
 - vii. Department Head, Language and Literacy Education, 2019-present
- f. Other professional employment
 - i. Consultant, various regional and state school systems
 - ii. Instructor of House Bill 671 Class, Northeast Georgia Regional Educational Service Agency (RESA), Summer 2011-present
 - iii. Instructor of the Preparation of Paraeducators, Northeast Georgia and Pioneer Regional Educational Service Agencies (RESA), Spring 2013-present
 - iv. Instructor of the Regional FBA/BIP Class, Northeast Georgia and Pioneer Regional Educational Service Agencies (RESA), Fall/Spring 2012-present
 - v. Special Education Teacher, Clarke County School District
 1. Clarke Central High School, 2003-2006
 2. Clarke Middle School, 2000-2003

- vi. Special Education Teacher, Rutland Comprehensive Academy (part of the Georgia Network of Therapeutic Supports), 1997-2000
- vii. Extended School Year (ESY) Teacher, Rutland Comprehensive Academy, Summer, 1998-1999.
- viii. Teacher, The Heritage School, Newnan, Georgia, 1995-1996

2. Resident Instruction

- a. Resident Undergraduate
 - i. SPED 3020, Characteristics of Students with Mild Disabilities; 2016-2017 (taught as an onsite course in the Clarke County School District as part of my role as Professor-in-Residence for the Professional Development School partnership)
 - ii. SPED 3030 and SPED 3030E, Assessment; 2006-2008
 - iii. SPED 3040, Current Topics in Special Education; 2009-2019 (Spring 2017: taught as an onsite course in the Clarke County School District as part of my role as Professor-in-Residence)
 - iv. SPED 3040E, Current Topics in Special Education; 2016- 2019
 - v. SPED 3050 and SPED 3050E, Applied Behavior Analysis; 2004-2013
 - vi. SPED 4000E, Virtual Conference Room; 2005-2009
 - vii. SPED 4100 and SPED 4100E, Instructional Methods for Individuals with Mild Disabilities; 2005-2006, 2008
 - viii. SPED 4200 and SPED 4200E, Advanced Methods; 2005, 2010-2018
 - ix. SPED 4440 and 4440E, Undergraduate Practicum; 2007-2018
 - x. SPED 5450 and SPED 5450E, Student Teaching; 2007-2019
 - xi. SPED 5460 and SPED 5460E, Student Teaching Seminar; 2008-2018
 - xii. LLED 4010 and LLED 4010E, Teaching of Reading; 2005-2019
 - xiii. LLED 3420E, Reading Instruction in the Elementary School; 2010-2019
 - xiv. LLED 3520E: Reading in the Content Areas; 2016-2019
 - xv. LLED 3520, Teaching Reading in the Middle School; 2005
 - xvi. UNIV 1101, Study Strategies; 2007
- b. Resident Graduate
 - i. SPED 7110E, Seminar in Intellectual Disabilities; 2008-2011
 - ii. SPED 7220, Advanced Applied Behavior Analysis; 2005
 - iii. SPED 7130, Seminar in Behavior Disorder; 2003, 2007
 - iv. SPED 7120, Seminar in Learning Disabilities; 2005
 - v. SPED 7440, Graduate Practicum; 2009, 2018
 - vi. SPED 7650, Graduate Internship; 2010
 - vii. LLED 6020E: Reading Clinic; 2016 - 2019
 - viii. LLED 6010, Teaching of Reading; 2005, 2012-2014
 - ix. LLED 6520, Adolescent Literacy; 2005

- c. Courses Developed
 - i. SPED 3020, Characteristics of Mild Disabilities
 - ii. SPED 4000E, Virtual Conference Rooms
 - iii. SPED 4100E, Instructional Methods
 - iv. SPED 4200E, Advanced Instructional Methods
 - v. SPED 5450E, Student Teaching (co-developed)
 - vi. SPED 5460E, Student Teaching Seminar (co-developed)
 - vii. LLED 4010E, Teaching of Reading
 - viii. LLED 3520E, Teaching Reading in the Middle Grades
- d. Instruction in Continuing Education
 - i. House Bill 671: Teaching Exceptional Children, NEGA RESA
 - ii. Preparation of Paraprofessionals, NEGA RESA; Pioneer RESA
 - iii. Conducting FBAs and Developing BIPs, NEGA RESA; Pioneer RESA
 - iv. Unpacking Psychologicals, Various regional districts, Pioneer RESA
 - v. Development of Specially Designed Instruction, Pioneer RESA
 - vi. Designing, Implementing, and Evaluating Effective Co-teaching; NEGA RESA, Pioneer RESA, various regional districts
 - vii. Development of Meaningful IEPs, Pioneer RESA, various local districts
- e. Academic Advising
 - i. Advised 15-20 undergraduates per term; 2007-2010

3. Publications

- a. Books authored or co-authored
 - i. Gazda, G.M., Balzer, F.J., Childers, W.C., **Nealy, A.U.**, Phelps, R.E., & Walters, R.P. (2005). *Human relations development: A manual for educators (7th edition)*. Boston, MA: Pearson.
 - ii. Chapters in books:
 - 1. **Nealy, A.U.** (2012). Response-to-intervention: A proactive approach addressing a spectrum of need. In Waller, R.J. (Ed). *Mental Health Promotion in Schools: Foundations* (pp.105-126). Danvers, MA: Bentham Science Publishers
 - 2. Alvermann, D.E. & **Nealy, A.U.** (2004). Professional development content for reading educators at the middle and high school levels. In Strickland, D.S. & Kamil, M.L. (Eds). *Improving reading achievement through professional development* (pp.85-94). Norwood, MA: Christopher-Gordon.

- iii. Journal articles:
 1. Riccomini, P. J., Berkeley, S., Nealy, A., Stagliano, C., Kurz, L. & Brigham, R. (2019). Are your students reading on PAAR? Progress monitoring at the secondary level. *International Journal for Research in Learning Disabilities*.
 2. Dresden, J., Blankenship, S., Capuzzo, R.M., **Nealy, A.U.**, & Tavanier, M. (2016). What is PDS? Reframing the Conversation. *School-University Partnerships* 9(3), 64-80.
 3. Lee, Y. Boon, R.T., Graff, J.M., & **Nealy, A.U.** (2009). Effects of mnemonic strategy instruction with self-monitoring to improve the story writing skills of elementary students with learning disabilities. *Learning Disabilities Quarterly*.
 4. Berkeley, S., Lindstrom, J.H., Regan, K., **Nealy, A.U.**, Southall, C., & Stagliano, C. (2012). Evaluation of supplemental reading instruction for at-risk middle school readers. *Middle Grades Research Journal*, 7, 1-16.
- iv. Bulletins or reports:
 1. **Nealy, A.U.** (2008). Special education in the middle grades. In *This we believe: Successful schools for young adolescents*. Westerville: OH: National Middle School Association.
- b. Creative contributions other than formal publications
 - i. Evaluator for the *Research Base of Promising Practices* for CIERA. Evaluated reading programs for the Evaluation of the Reading Excellence Grant, Steven Stahl and David Pearson co-PIs; 2000-2003
 - ii. Member of the state DOE team that authored the Response-to-Intervention Implementation Manual, 2008-2009
- c. Recognition and outstanding achievements:
 - i. Finalist: Athens Area Chamber of Commerce's ATHENA Award, given to a female community member who demonstrates excellence in their profession, community service, mentoring, and development of leadership skills in other women; November, 2014. Winner TBA 2/17/15
 - ii. Finalist: Board of Regent's Excellence in Online Teaching Award; UGA's nominee for inaugural state-wide award for online teaching; 2014
 - iii. Recipient: Excellence in Teaching Award by Alpha Phi Omega; 2014
 - iv. Recipient: "Exceptional People of Athens" by Athens Banner Herald, 2013. Nominated by a student; one of thirteen recipients out of 140 nominees.
 - v. Recipient: Excellence in Teaching Award for the College of Education, University of Georgia, 2005
 - vi. Recipient: Excellence in Teaching Award for the College of Education, University of Georgia, 2004

vii. Recognized annually by the Career Center at the University of Georgia as an influential and pivotal faculty member in a student's career; 2006-2019

d. Areas of research:

I have not had any budgeted time for research while employed at the University of Georgia. However, I have contributed to several studies in the area of literacy development in adolescents and professional development schools. I was engaged in a two-year, longitudinal study that investigated the fidelity of a corrective reading program in a local middle school. Past research interests have also focused on adolescent literacy, response-to-intervention, professional development, progress monitoring, and evidence-based practices in the area of reading instruction.

Unpublished areas of applied research include:

1. Evaluation of supplemental, intensive reading instruction for middle school readers at risk for failure, 2009-2011
2. Effectiveness of peer-assisted assessment in reading for progress monitoring in secondary schools, 2008
3. Corrective Reading / SRA in the middle schools, 2007
5. Effects of explicit instruction of text structure and the use of graphic organizers on comprehension of expository text for adolescents with learning disabilities, 2003 (unpublished doctoral dissertation)
5. Effects of direct instruction of expository text structure on the writing of students with learning disabilities, 2001
6. Teachers' perceptions of reading comprehension and the use of prior knowledge for students with and without learning disabilities, 2001
7. Effects of sedative music on verbal and physical peer interactions of students in a therapeutic center, 1997 (unpublished Master's thesis)
8. Teachers' perceptions on student transitions into and out of GNETS (Georgia Network of Educational and Therapeutic Settings), 1996

e. Supervision of student research:

As a clinical faculty member, I do not hold graduate status. However, I have served on Master's and Doctoral committees since I was hired in 2007. I have written and graded oral and written comprehensive exams, contributed to numerous doctoral dissertations for both content and methodology, and am currently serving on several committees at both the Master's and Doctoral levels.

f. Convention papers:

- i. Berkeley, S., Nealy, A., Ricomini, P., & Stagliano, C. (2010). *Effectiveness of peer-assisted assessment in reading for progress monitoring in secondary schools*. Poster presented at the National Council for Exceptional Children Conference, Nashville, TN; April, 2010

- g. Regional Presentations:
 - i. Nealy, A. (June, 2015). Disciplining from the Ground Up: Teacher and Student Roles in a PBIS System. Presented at the 4th annual Safe and Welcoming Schools Conference; Athens, GA.
 - ii. Nealy, A. (May, 2013). Differentiating for Mixed-Ability Classrooms. Presented to CCSD administrators and educators at the CCSD Summer Teaching Institute; Athens, GA.
 - iii. Nealy, A. & Price, D. (June, 2012). Writing Compliant IEPs. Presented at the fourth annual Summer Institute sponsored by the Department of Communication Sciences and Special Education at the University of Georgia; Athens, GA.
 - iv. Nealy, A. (June, 2011). Understanding the RtI Process and Special Education. Presented at the third annual Summer Institute sponsored by the Department of Communication Sciences and Special Education at the University of Georgia; Athens, GA.
- h. National Presentations:
 - i. Nealy, A. (March, 2017). Supporting Student Teachers in Special Education through Professional Development School Partnership. Presented at the National Professional Development Schools Conference; Washington, DC
 - ii. Nealy, A. (March, 2016). The Unique Role and Contribution of a District-Wide Professor-in-residence for Special Education. Presented at the National Professional Development Schools Conference; Washington, DC
 - iii. Berkeley, S., Nealy, A., Ricomini, P., & Stagliano, C. (April, 2010). Effectiveness of peer-assisted assessment in reading for progress monitoring in secondary schools. Presented at the National Council for Exceptional Children Conference; Nashville, TN.
- i. International presentation:
 - i. Nealy, A. (October, 2014). Living with a Disability: A Simulation. Presented at the College of the Bahama's School of Education's Annual Conference on Equity and Accountability.

4. Public service:

- a. Vice Chairman, Board of Directors for Extra Special People. University representative for this local, non-profit that provides programs to children and young adults with developmental disabilities, 2007-present
- b. Chair, Special Events Committee, Extra Special People. Charged with overseeing 7 annual fundraising events and coordination of volunteers. 2011-present
- c. Member, Executive Committee, Extra Special People. Charged with managing a three-year, \$5 million capital campaign, 2009-present

- d. Member, Local Special Education Administrator's Consortium. Attend monthly meetings as the departmental representative, 2007-present.
- e. Member, NEGA GLRS Stakeholder's Committee, January 2016-present
- f. Pro-bono consultant, Monsignor Donovan and St. Joseph's Catholic Schools, August 2014-2018
- g. Interviewee, U.S. Department of Justice's investigation into Georgia's GNETS programs; selected to be interviewed by a US DOJ panel; September, 2015
- h. Panelist, Student Mock Interviews for Oconee County Schools, April, 2016
- i. Panelist, Jefferson City Schools' Teacher of the Year Selection Committee, 2016
- j. Special Education Consultant, Georgia Charter School for Innovation and the Classic; Augusta GA; July 2105-present
- k. Invited Guest Speaker, Athens Area Empowered Youth Program, 2018
- l. Member, Steering Committee for the Athens Community Career Academy, 2012
- m. Member, Northeast Georgia Transition Team, 2010-2016.
- n. Member, Georgia DOE's Response-to-Intervention Committee, 2008-2009.
- o. Member, Georgia Project for Assistive Technology, 2000-2004.
- p. Regional and local invited presentations, professional development and PL:
 - i. Nealy, A. Knowing Your Primary Colors and Other Foundations of Co-Teaching. Repeated PL to faculties around the state
 - ii. Nealy, A. Unpacking Psychologicals and Writing IEP Impact Statements. Repeated PL to faculties around the state
 - iii. Nealy, A. Writing Meaningful IEP Present Levels and Impact Statements. Repeated PL to faculties around the state
 - iv. Nealy, A. The Myths of Student Motivation. Repeated PL to faculties around the state
 - v. Nealy, A. Conducting Functional Behavioral Assessments and Writing Behavior Intervention Plans. Repeated PL to faculties around the state
 - vi. Nealy, A. Learning Disabled for a Day: A Simulation. Repeated PL to faculties around the state
 - vii. Nealy, A. Differentiating at the High School Level. Presented to the faculty of Monsignor Donovan Catholic High School; Athens, GA
 - viii. Nealy, A. The Functions of Behavior and RTI: An Overview. Repeated PL to faculties around the state
 - ix. Nealy, A. & Hamilton-Jones, B. Applying Co-teaching Principles to the Mentor Teacher-student Teacher Relationship. Presented to Clarke County mentor teachers; Athens, GA.
 - x. Nealy, A. The Foundations of Data Collection: An Overview. Repeated PL to faculties around the state
 - xi. Nealy, A. Roles and Responsibilities of Para-educators in the General Education Setting. Repeated PL to para professionals around the state

- xii. Nealy, A. Differentiation, Accommodations, and Modifications: The Differences in an Inclusive Setting. Repeated PL to faculties around the state
- xiii. Nealy, A. & Hamilton-Jones, B. Best Practices in Co-Teaching: Planning, Implementing, and Evaluating. Presented to educators in Walton County, GA
- xiv. Nealy, A. Aligning CCGPS with a Mixed-Ability Classroom. Repeated PL to faculties around the state
- xv. Nealy, A. Managing Disruptive and Interfering Behavior Across all Settings. Repeated PL to faculties around the state
- xvi. Nealy, A. Building Positive Behavior Support Plans in the General Education Classroom. Repeated PL to faculties around the state
- xvii. Nealy, A. & Higginbotham, K. Managing Multiple Adults in a General Classroom Setting. Presented at the Clarke County School District's Mentor Teaching Training; Athens, GA.
- xxviii. Nealy, A. Data Collection and Management. Repeated PL to local faculties
- xix. Nealy, A. The Six Models of Co-Teaching. Repeated PL to local faculties
- xx. Nealy, A. LRE and Inclusive Practices. Presented to law students at the UGA's School of Law; Athens, GA.
- xxi. Nealy, A. Interpreting Discipline Data and Writing Behavior Intervention Plans. Repeated PL to faculties around the state
- xxii. Nealy, A. & Leahy, B. Writing Transition Plans. Presented to special education teachers; Greene County, GA.
- xxiii. Nealy, A. & Leahy, B. The IEP Process. Presented to special education teachers; Greene County, GA.
- xxiv. Nealy, A. The Parent's Role in the IEP. Presented at UGA's School of Law, Parent Open House on Special Education Topics; Athens, GA.
- xxv. Nealy, A. RtI and General Education. Repeated session presented to graduating teacher candidates in Middle School Education; UGA.
- xxvi. Nealy, A. RtI and Special Education Laws. Presented at the Special Education Law Symposium, UGA School of Law; Athens, GA.
- xxvii. Nealy, A. Effective Co-Teaching. Presented to teacher candidates at Northeast Georgia RESA; Winterville, GA
- xxviii. Nealy, A. Collaboration in the Real World. Presented to faculty of Jonesboro High School; GA.

5. Other Service:

- a. Departmental service:
 - i. Awards Committee, 2016-present
 - ii. General Curriculum Steering Committee, 2013-present
 - iii. Communication Sciences and Special Education Summer Institute Planning committee, 2009-2014

- iv. Member, Search Committee for non-tenured faculty member, 2013
- v. Co-coordinator of the on-line BSED program, 2012
- vi. Chair, Search Committee for Academic Advisor II, 2012
- vii. Program accreditation steering committee, 2009-2010
- viii. Member, Search Committee for non-tenured faculty member, 2010
- ix. Member, Search Committee for non-tenured faculty member, 2008
- b. College-wide service:
 - i. Chair, College of Education Promotion and Tenure Committee for Clinical Faculty, 2016-2018
 - ii. Speaker, Professional Development School Annual Workshop, 2010-present
 - iii. District-wide, Special Education Professor-in-Residence for CCSD for the Office of Outreach and Engagement, 2012-present
 - iv. Member, Professional Development School Committee, 2012-present
 - v. Presenter, College of Education's Future Educator Day on behalf of the Professional Association of Georgia Educators, 2016
 - vi. Panelist, Career-track Faculty Promotion Workshop, 2015-2016
 - vii. Member, eLC-*New* Early Adopter Program, 2012-2013
 - viii. Associate Dean for Academic Program's review of operations committee, 2010-2011
 - ix. Professional Development School Task Force, 2010-2012
 - x. College-wide committee to review and implement the Board of Regent's 80% Plan, 2008-2010
- c. University service:
 - i. Member, University Professional & Applied Studies Promotion and Tenure Review Committee, 2017 – present
 - ii. Member, Stake Holders of the Statewide School Improvement Plan; UGA representative to explore potential contributing factors to the graduation rate of students with disabilities in the region
 - iii. Member, Coordinating Council for Destination Dawgs, a program that will serve students with intellectual disabilities at UGA; 2012-present. Joint initiative with the J.W. Fanning Institute and IHDD
 - iv. Member, UGA's PDS Coordinating Council, 2009 - 2017
 - v. UGA's Young Dawgs: have supervised a total of three students to date in the Young Dawgs program for the Department of Communication Sciences and Special Education at the University of Georgia, 2009-2016
- d. Service to student groups
 - i. Faculty advisor to the student organization, Student Council for Exceptional Children; includes facilitation of fund raising events, coordinator of volunteering opportunities in the community, representing the organization at

university-wide student organization meetings representing the organization and state and national conferences

- ii. Faculty advisor to the student organization, Special Olympics, UGA
- iii. Faculty advisor to the student organization, SkyDawgs, UGA
- iv. Reader of names of students earning a bachelor's degree in special education, UGA's College of Education's Convocation Ceremonies, May 2007-2011
- v. Coordinator of student field placements into local schools and assignment of supervisors, 2007-2011
- vi. Co-coordinator of orientation and student teaching workshops for the on-line BSED program, 2007-2014
- vii. Presenter, orientation and student teaching workshops for the on-line BSED program, 2007-present
- viii. Presenter, orientation and student teaching workshops for the on campus BSED program, 2007-present